

Assessments for Kentucky's Public Postsecondary Institutions' Diversity Plans

Executive Summaries

EASTERN KENTUCKY UNIVERSITY

Eastern Kentucky University Comprehensive Diversity Plan Academic Year 2011 – 2015

Submitted: 2013 Spring Semester

EXECUTIVE SUMMARY

Eastern Kentucky University (EKU) has been a leading force in diversity planning for more than two decades and has received awards and recognition throughout the country and internationally for its diversity initiatives. The University's on-going commitment to diversity has continued through the charge given by the President of Eastern Kentucky University to the Associate Provost for Diversity Planning for developing the Eastern Kentucky University Comprehensive Diversity Plan (Plan/EKU Comprehensive Diversity Plan). The Diversity Planning Council (DPC) was created by the Associate Provost for Diversity Planning to complete this task. The DPC has an inclusive membership that is a diverse body representing the various units within EKU. In addition to providing leadership in the development of the EKU Comprehensive Diversity Plan, the DPC will implement and assess the University's progress toward achieving the goals of the Plan.

The University recognizes the role of diversity in fulfilling its mission. Diversity is fundamental to critical thinking and thus enhances what we learn, how we interact with others, and how we participate as citizens in a global community.

The EKU Comprehensive Diversity Plan will facilitate the University's commitment to diversity. Additionally, the Plan has been developed to align with the University's 2011-15 Strategic Plan, the 2011-15 Kentucky Council on Postsecondary Education (CPE) Strategic Agenda, and the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development (Diversity Policy).

The Diversity Policy which was developed by the CPE on behalf of its Committee on Equal Opportunities (CEO) in partnership with the public institutions provides the framework for the development of all public postsecondary institution's diversity plans. The EKU Comprehensive Diversity Plan was developed within this framework while putting the University's historical commitment to diversity to the forefront of the Plan.

Kentucky State University
Institutional Self-Study of the Campus Diversity Plan



December 13, 2012
Submitted to the
Committee on Equal Opportunities of the
Kentucky Council on Post-Secondary Education

I. Executive Summary

Kentucky State University (KSU), as a historically Black, 1890 Land Grant and liberal arts university, is committed to nurturing the next generation of diverse professionals who will work to resolve economic, social, political and technological challenges faced by communities locally, nationally, and globally. The student body of the University for Fall 2011 stood at 2,746, of which 53.9% identify themselves as African American, 21.1% as White -Non-Hispanic, 19.8% as Unknown, 2.3% as Non-Resident Alien, 1.2% as Hispanic, 1.1% as Two or More races and less than 1% each for Asian, American Indian/Alaskan and Hawaiian or Pacific Islander.

While KSU has long celebrated its status as the most diverse public university in the Commonwealth of Kentucky, the university has adopted, embraced, and integrated a “Culture of Completion” that underscores the role that each employee of the university has in assisting all KSU students to successfully complete their chosen academic programs. The 611 employees of the university have participated in various meetings and trainings that focus on both identification of factors that impact successful student persistence and degree completion and development of solutions that either reduce or eliminate identified barriers. Committees have been created to track progress in barrier removal and introduction of solutions that enable incoming and current students to achieve higher success at a faster pace.

In the past year, more than 25 programs were implemented to provide either career planning and college preparatory services to over 1,100 pre-college students or experiential learning opportunities for pre-college and undergraduate students. Moreover, various departments have served more than 2,700 undergraduate and graduate students in their academic pursuits. These departments have implemented more than 200 additional semester-based activities and invested \$352,737 in direct student aid awards beyond and traditional federal financial aid, academic and athletic scholarships. For example, the Green to Gold Program for undergraduate students made 291 awards totaling approximately \$215,000 in 2011. Also, the Graduate Incentive Program for recent baccalaureate graduates who enroll in a Master’s degree program in the next year, awarded \$137,737 in 2011.

Despite the success of these programs, however, KSU continues to see declines in undergraduate student enrollment and the six-year graduation rate. Research to date indicates that the inability of students to pay is a leading factor driving the declines. With 82.5% of KSU students receiving some type of public or private financial aid, the economic climate in the nation has had a direct impact on whether students must work part-time or full-time to support themselves and their families. Where students must make such difficult choices, graduation tends to be delayed. Where universities customarily track and report six-year graduation rates (21.5% for 2011), research has shown that the eight-year graduation rate at KSU has been as high as 44.6% and the ten-year graduation rate as high as 46.2% in recent years.

In light of changes in the national economy as well as federal policies impacting institutions of higher education and necessary assessments of how the university conducts the business of student

recruitment, retention, and academic success, KSU has undergone two major reorganizations in the past year. These reorganizations have led to resource realignments, department realignments, and strengthening of responsibility and accountability for faculty and staff in the production of graduates with competencies demanded by the job market in Kentucky and beyond. Additionally, new initiatives in student recruitment and student academic success are being implemented as new collaborations are formed between the Division of Student Success and Enrollment Management and the Division of Academic Affairs, along with additional training and professional development to support faculty and staff recruitment and retention. Where all KSU personnel continue to focus on student success and sustaining a “Culture of Completion”, there is little doubt that the university, its students, faculty and staff will gain as we move together – onward and upward.

Morehead State University

Self-Assessment



Submitted: December 11, 2012

Executive Summary

The Council on Postsecondary Education (CPE) 2011-15 Statewide Diversity Policy and Framework for Institutional Diversity Plan Development document stipulates that each postsecondary institution will develop and submit campus diversity plans to the CPE for review and approval. The MSU Diversity Plan was initially developed by the President's Diversity Council and shared broadly with opportunity for feedback from the campus community. After incorporating the feedback from the campus community into the Diversity Plan, the plan was approved by the Board of Regents on September 15, 2011. The following information contains MSU's assessments on 1) Student Body Diversity, 2) Student Success/Closing the Achievement Gap, 3) Workforce Diversity, and 4) Campus Climate, and will highlight a comparison of the academic year 2010 to the academic year 2011. The document will list objectives and action plans as they relate to the four focus areas.

MSU aspires to be the best public regional university in the South. In our quest to become the "best," we strive to develop and sustain a culture of excellence throughout the University measurable by both individual and team efforts. Through our mission, essential characteristics, and core values, we strive to increase diversity in all aspects of the University.

The Diversity Plan includes seven primary objectives which are aligned with the six goals of the Morehead State University 2010-2014 Strategic Plan, ASPIRE.

As a part of our plan, underrepresented groups are as follows and are a part of our diversity groups:

- o Hispanic of any race
- o African American only
- o American Indian/Alaskan Native
- o Native Hawaiian or other Pacific Islander only
- o Two or more races

Student Body Diversity:

Based on the enrollment target/goals identified in MSU's plan for the academic school year, both the undergraduate and graduate enrollment numbers increased. The number of students who transferred from KCTCS system also increased. Even though the numbers are small, we will continue to look at strategies to increase the pipeline for students that are currently enrolled in KCTCS system. The number of diverse students in STEM +H programs has increased. Based on current trends and strategies for enrollment growth, MSU will exceed their 2015 projections.

Student Success/Closing the Achievement Gap:

Based on the institution's overall progress in achieving undergraduate student success target/goals from the baseline year (2010-11) compared to 2011-12, the retention rates for all diversity groups have increased and the gap between underrepresented population and majority students has decreased. Furthermore, the percentage of undergraduate degree-seeking students has increased by .3%. The number of students seeking degrees STEM-H disciplines has also increased.

Workforce Diversity:

MSU continues to create a work environment that is diverse for our faculty, staff, and students. Executive, Administrative, and Managerial numbers have remained flat, during the assessment time frame. However, there has been an increase of 1 in the executive ranks for 2012 which is not reflected in the report. Faculty numbers remain flat. The professional staff numbers continue to increase. Tenured numbers for faculty are not provided as a part this report at the current time.

Campus Climate:

The name of the campus environment team was changed to the President's Diversity Council (PDC) in 2005. The PDC strives to create and maintain a campus and community environment that embraces, values, and celebrates the diversity of cultures, backgrounds, talents, and abilities of students, faculty and staff at Morehead State University. The effectiveness of the PDC is measured by reaching CPE targets and CPIs that are addressed outside of the CPE report.



Murray State University Diversity Plan (the Plan)
Diversity Plan Assessment ONE
Submitted to the Council on Postsecondary Education
December 12, 2012

EXECUTIVE SUMMARY

The Murray State University Diversity Plan (the Plan) as presented addresses the imperatives of a sustained diversity initiative. The Plan is comprehensive in that it addresses issues of diversity for students, faculty and staff, and emphasizes the importance of diversity in the curricular and co-curricular student experience and the workforce of the University. The Plan describes the measures that will be taken from 2011–2015 to strengthen its efforts to promote diversity as an essential element in its pursuit for greater excellence. Murray State's Plan will remain fluid and be implemented in phases in an effort to have sustained change and growth. The initial phase will primarily address the criteria set forth in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development (Statewide Policy). Additional phases will be added each year to continue to encompass an inclusive and supportive campus environment.

The President's Commission on Diversity and Inclusion (PCDI) was charged with developing and continually monitoring implementations of the Plan and its initiatives. In an effort to develop a strong and proactive Plan, workgroups were formed to address each area of the Plan, focus groups were conducted, a series of open forums and classroom visits were held for students, and requests were sent to units, offices, and individuals identified by the Plan as responsible for implementing its recommendations. These efforts yielded responses that were submitted to the PCDI. The totality of these responses provided an interesting and enlightening view of Murray State University's (MuSU's) progress towards achieving diversity as a strategic priority. This document contains several interconnected parts. Initially, the Plan outlines existing MuSU diversity statement, statement of purpose, vision, diversity definition, development efforts, and implementation responsibilities. For a practical grounding, a definition of diversity as adopted by the Council on Postsecondary Education is presented. From this definition, MuSU asserts core values of diversity that align with the University's four overarching strategic imperatives: Fostering Excellence, Creating Communities, Building Partnerships and Innovation. These imperatives are consequences of the diversity definition listed below. Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the

creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences (Adopted in the Statewide Policy).

The first phase of the Plan is then presented with a list of prioritized strategies for 2011–2015. These four strategies are a call for immediate action in implementing the Plan. These strategies are as follows: Commit to educating students to live and work in an increasingly diverse global society. Foster a campus environment that respects differences and encourages inclusiveness among students, faculty, staff, and administration. Forge and strengthen partnerships with diverse communities, including businesses and civic and community organizations, to support diversity internally and externally. Commit to developing permanent resources for diversity to build endowments for scholarships and support services.

The Plan is written in the format provided by the Statewide Policy. The areas of the Plan to be annually assessed are as follows:

I. Student Body Diversity

A. Undergraduate Student Enrollment

B. Graduate Student Enrollment

II. Student Success

A. Student Retention

B. Graduation Rates

C. Degrees Conferred

D. Undergraduate Student Transfer from KCTCS to 4-Yr Institutions

III. Workforce Diversity

Measurable Objectives for Faculty

Measurable Objectives for Professional (Exempt) Staff

Measurable Objectives for Executive/Administrative/Managerial

IV. Campus Climate

MuSU foresees an institution where diversity is woven into the curriculum, the workplace, and, the lives of every student, faculty, and staff member in a manner that strengthens and nurtures the region which the University is asked to serve.



**Diversity Plan Self-Assessment
REPORT TO THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
NOVEMBER 16, 2012**

EXECUTIVE SUMMARY & INTRODUCTION

Northern Kentucky University developed a Diversity Plan that was approved by the Council on Postsecondary Education in September 2011. The university continued its work during 2011-12 by developing a Diversity Implementation Plan for 2011-13 with strategies identified for focused attention over the first two years of the plan. A responsibility matrix was designed to ensure that divisions of the university collaborate during the biennium on these strategies and are held accountable for their efforts.

The NKU Diversity Implementation Plan addresses the four areas: 1) Student Body Diversity, 2) Student Success/Closing the Achievement Gap, 3) Workforce Diversity, and 4) Campus Climate. This assessment report provides detailed information on the strategies implemented that address each of the four areas.

In developing its diversity plan, Northern Kentucky University examined the minority population of its designated 8-county service region in Kentucky. The 2010 Census data shows that the institution's 8-county service area population is 2.75 percent Hispanic, 3.02 percent African-American, 0.07 percent Native Hawaiian/Pacific Islander, 0.14 percent American Indian/Alaskan Native, and 1.73 percent two or more races. While NKU recognizes that diversity is an all-inclusive term, the proportions of the service area population that are Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are so small that it would be difficult to identify meaningful targets for the college-age group of these subpopulations. Therefore, NKU's diversity plan has focused on goals and strategies that target the African-American and Latino populations, including those who identify as two or more races.

The actions taken and best practices by NKU have been effective in increasing the number of African-American and Latino students and in improving their academic success, retention, and graduation. Undergraduate enrollment of African-American and Latino students (including students who are two or more races) has grown 27 percent in two years, and graduate enrollment for underrepresented minorities has grown 19 percent. The six-year graduation rate for underrepresented minorities has tripled in the past two years. The number of undergraduate degrees conferred to underrepresented minorities, including STEM+H degrees, has increased substantially in two years. Clearly, the services and programs discussed in this assessment report have been effective tools in reaching and supporting an underserved population. NKU also provides services and programs to other special groups on campus,

including international students, LGBT, low-income students, physically challenged students, and veterans, to effectively recruit and retain these students. This assessment report includes information on the latest activities that support these special groups on campus.

NKU has been less successful in improving the workforce diversity of the campus. While the number of underrepresented minorities employed in executive, administrative, and managerial positions increased by one last fall, the number of underrepresented minorities in faculty and other professional positions decreased. In response, NKU has made significant changes in the recruitment process, reaching out to national minority publications and discipline-specific organizations for advertisement of faculty and professional positions. In addition, NKU is conducting a qualitative study of African-American faculty members who have left the institution to ascertain reasons for their departures and to determine effective means to retain them. Colleges on campus are establishing diversity committees to help direct activities in support of reaching our institutional goals. In addition, various departments on campus are creating mentoring programs designed to help new faculty acclimate to the region and the campus, and a training module on diversity is being developed that will be incorporated into faculty and staff orientation sessions and presented as standalone sessions. The institution has faith that renewed and improved efforts will guide the university in making progress in its workforce diversity.

NKU is dedicated to achieving its goals as expressed in the Diversity Plan. The Diversity Dashboard was incorporated into the university's Points of Focus: 2012-14 Integrated Strategic Plan as affirmation of the institution's desire and commitment to its Diversity Plan. In addition to the Diversity Dashboard, the institution's Executive Dashboard includes performance metrics and targets for reducing the graduation rate gaps for underrepresented minority students, underprepared students, and low income students. Measures are monitored annually, and results are made public on our website. These efforts demonstrate clear examples of the role of the diversity plan in support of and in relation to the university's strategic plan.

Under the leadership of the new NKU president, Geoffrey Mearns, the campus climate committee is being restructured and refocused with the aim to infuse a deeper understanding of diversity throughout the university campus. NKU will continue to make improvements in the student body diversity, the success of diverse student populations, and the diversity of its workforce. The university is dedicated to creating a campus climate that demonstrates a commitment to a safe, supportive, inclusive, and nurturing environment for diverse populations.

**2011-2015
University of Kentucky Diversity Plan**



**Annual Diversity Plan Assessment for
Kentucky Council on Postsecondary Education
Committee on Equal Opportunities
November 2012**

Executive Summary

Stronger by Degrees – A Strategic Agenda for Kentucky Postsecondary and Adult Education
Values include A culture of inclusion that provides equitable opportunities and celebrates diversity in people and thought. Under Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for low-income, underprepared, and underrepresented minority students, Strategy 4.7 states:

Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

The Mission of the University of Kentucky, serving as the Commonwealth of Kentucky flagship institution, is to play a critical leadership role by contributing to the economic development and quality of life within Kentucky's borders and beyond. The Mission, as defined by Governing Regulation, further states "The University nurtures a diverse community characterized by fairness and equal opportunity."

This University of Kentucky 2011-2015 Diversity Plan annual assessment is a tribute to the ongoing work of members of the University community to provide an inclusive and welcoming educational and work environment. The report represents only a brief reflection of many diversity programs, services and activities that contribute to institutional well-being. Covering a 1-year timeframe from 2010-2011 to 2011-2012, this submission contains data analyses and narrative relating to student enrollment and student success, workforce utilization, and campus climate initiatives and best practices.

The University of Kentucky 2011-2015 Diversity Plan student objectives focus on Black or African American and Hispanic or Latino students. Overall, this 2010-2011 to 2011-2012 assessment indicates the total number of Black or African American and Hispanic or Latino students increased at the undergraduate enrollment level. While UK graduate student enrollment declined, the total number of Black or African American and Hispanic or Latino graduate students remained constant. Both groups showed progress in first to second year retention, however, the increase in second to third year retention of Black or African American students did not keep pace with the overall retention rate increase university-wide. Due to the fewer number of Hispanic or Latino students, their retention rate continues to experience fluctuation from year to year. The graduation rate of both Black or African American students and Hispanic or Latino students increased, consistent with an increase in the number of undergraduate degrees conferred to both groups.

The University of Kentucky workforce affirmatively examines employment of Women, All Minority Groups, and Black or African American (also included in All Minority Groups). Much of the recent University of Kentucky institutional growth is experienced in the HealthCare operation. The total number of women and Black or African American in Executive/Administrative/Managerial positions increased. Members of all minority groups in this employment category remained the same, which exceeds labor market availability. The number of women and all minority Faculty experienced substantial growth, whereas Black or African American faculty remained constant. The largest number of University of Kentucky employees are in the Professional position category. Women comprise the majority of Professional employees. The increase in all minority employees exceeded the slight decline in Black or African American professional employees.

Overall, this University of Kentucky 2010-2011 to 2011-2012 Annual Diversity Plan Assessment illustrates continued progress in compliance with the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development.

Included in UK 2009-2014 Strategic Plan Values are Mutual Respect and Human Dignity, and Diversity and Inclusion. This report to the Kentucky Council on Postsecondary Education, Committee on Equal Opportunities, puts forth ways these Values become an integral and comprehensive part of campus life. The University of Kentucky welcomes feedback for continuous improvement.



UNIVERSITY OF LOUISVILLE DIVERSITY PLAN ASSESSMENT NOVEMBER 2012

EXECUTIVE SUMMARY

The University of Louisville Diversity Plan focuses primarily on two groups--African American and Hispanic/Latino--because these groups had the largest numbers and/or greatest growth as specified in the Areas of Geographic Responsibility (Jefferson, Oldham and Trimble counties).

The Assessment of University of Louisville's Diversity Plan reflects the success that is being made in diversity. Based on the fall 2011 preliminary data from the Office of Academic Planning and Accountability (formerly Institutional Research), UofL will meet all of its eight goals/objectives when two or more races are included. It should be noted that two or more races is only used when one of the races identified is African American.

Student Body Diversity. The combined undergraduate enrollment for African Americans and Hispanic/Latino students showed an increase from 2,362 (14.9%) in 2010 to 2,542 (16.1%) in 2011. Similarly, the combined graduate enrollment showed an increase from 554 (9.6%) in 2010 to 594 (10.4%) in 2011. Please note that these enrollment data represent both students who reported a race of African American only and African American as one of "two or more races".

Student Success. Student Success progress has been made in undergraduate student retention in the full-time, degree-seeking GRS cohort of African Americans (reporting only African American and African American as one of "two or more races") and Hispanic/Latino students. The 1st to 2nd year retention rate for these students increased from 268 (76.8%) in 2010 to 343 (81.9%) in 2011. These data show that the 1st to 2nd year retention rate gap for these students has been closed since the retention rate for students reporting White as their only race decreased from 1,508 (78%) in 2010 to 1,497 (76.4%) in 2011. When examining the 2nd to 3rd year retention rate of full-time, degree-seeking sophomores, a slight gap still exists between the combined retention rate for African Americans (reporting only African American and African American as one of "two or more races") and Hispanic/Latino students as compared to students reporting White as their only race. The combined retention rate for African Americans and Hispanic/Latino students increased from 272 (80.2%) in 2010 to 356 (82.6%) in 2011. The retention rate for White students was only slightly higher--decreasing from 1,776 (85.3%) in 2010 to 1,701 (83.8%) in 2011.

While the goal of increasing the number of degrees awarded to African American and Hispanic/Latino students has been achieved based on the aggregate number of African American and Hispanic/Latino students, there has been a decline in the number of degrees awarded to African American students and we have included the strategies and initiatives that are being implemented to address this problem. These include university-wide academic programs within the REACH office and those specifically designed for African American students and Porter Scholars.

STEM+H. The university has been successful in recruiting students of color into the STEM+H areas at both the undergraduate and graduate levels. For example, the number of undergraduate African American students increased from 388 in 2010 to 426 in 2011. Several programs are in place to recruit, retain and increase the number of STEM+H degrees awarded to students of color. Examples of these include the Louis Stokes Alliance for Minority Participation, INSPIRE, Undergraduate Research Grants, Math Resource Center, ADVANCE in Mathematics Program and the Calculus Preview Program,

Workforce Diversity. In the area of workforce diversity goals, all racial and ethnic groups are included. The university is meeting its goals for all categories. In the Executive/Administrative/Managerial (EAM) category, the number increased by one (1) when Asian Americans are included, but no progress has been made in hiring Hispanic/Latino or Native Americans. The assessment explains why the number of African Americans in the EAM category remained the same but the percentage increased. And, why, in reality, there are at least four (4) more African Americans who are not included in the EAM figures because they hold a primary appointment as faculty; these four faculty also have a secondary administrative appointment.

Diversity goals in the faculty have been met with increases in the number of African American and Asian American faculty. There was a slight decline in the number of Hispanic/Latino faculty from 50 in 2010 to 47 in 2011. And there were increases in all racial and ethnic groups in the Professional Non-Faculty category.

Tenured Faculty. In this report, faculty numbers are not broken down by departments, but it is worth noting that over 30% of faculty are tenured for each racial/ethnic group (32% of the 131 African American faculty; 46.8% of the 47 Hispanic/Latino faculty; and 36.9% of the 238 Asian American faculty.)

Retention. The number of faculty in tenure-track positions has implications for retention. The data show that faculty in term or non-tenure positions are likely not to be retained. These numbers range from eight (8) to seventeen (17). It should be pointed out, however, that these term, non-tenure positions were not intended to be long-term faculty. And, bringing in new faculty with new ideas and pedagogies has had a positive impact on teaching and learning. The university continues to hire more faculty than those who leave. The only exception was with Hispanic/Latino faculty in 2011. For example, 17 African American faculty left, but 22 new faculty were hired.

Composition of the Board of Trustees. The composition of the Board of Trustees is a part of the workforce diversity. Currently there are seventeen (17) members on the Board of Trustees. Two (2) are African American, one of which is the Chair of the Board. Campus Environment Team. The Commission on Diversity and Racial Equity (CODRE) serves as the official Campus Environment Team (CET). CODRE monitors and assesses unit and university-wide efforts to develop and implement plans to promote inclusion and makes recommendations to the President. CODRE is comprised of a cross-section of the university and has made important contributions to improving the campus environment.

Because UofL's diversity plan extends beyond the eight goals required for new program eligibility, we have included information and activities related to LGBT Services,



Diversity Plan Assessment Report November 17, 2012

Executive Summary

In accordance with the Kentucky Public Postsecondary Education Diversity policy, an annual assessment of each institution's performance and progress of their diversity plan's implementation is required by the Council on Postsecondary Education. Understanding the parameters established in the Kentucky Statewide Diversity Policy, the WKU Diversity Enhancement Committee (DEC) began the process of establishing subcommittees to address each of the following four (4) areas:

- a. Student Body Diversity
- b. Student Success/Closing the Achievement Gap
- c. Workforce Diversity
- d. Campus Climate

Each subcommittee was comprised of DEC members, students, faculty and staff in order to engage a broad segment of the campus community. Each subcommittee chair established meetings dates and times and reported its progress at the next DEC meeting. In addition, subcommittee chairs met as a group to discuss issues and share preliminary data gathering efforts. Furthermore, the Office of Institutional Research was invaluable in providing data to each of the sub-committees. Given the changing and unpredictable economic and demographic climate, as well as a change in the overall admissions requirements at WKU, subcommittee chairs were advised to be conservative in the establishment of goals in each of the four (4) areas. WKU elected to focus on four (4) racial/ethnic groups which comprise the majority of underrepresented minorities on campus. However, it is important to note that a significant enrollment of students categorized as "two or more" races were declared when IPEDS race categories were changed in 2010. The groups are:

- a. African American
- b. American Indian/Alaskan Native
- c. Asian, Native Hawaiian/Pacific Islander
- d. Hispanic/Latino

From Fall 2010, increases in undergraduate student enrollment occurred each year until the Fall 2012 semester in all racial/ethnic categories. Similar increases were noted in all racial categories for graduate enrollment as well. First-to-second year undergraduate retention data were mixed. Projected Fall 2012 retention, when compared to the Fall 2011 actual rate, showed lower than

expected retention of African American and American Indian/Alaskan Native students. Second-to-third year retention rates for African American and Asian, Native Hawaiian/Pacific Islander students were also less than projected. There was a slight reduction (-2.1%) in the first-to-second year retention achievement gap between undergraduate African American students and White students between Fall 2010 and Fall 2011. In addition, a larger reduction (-6.47%) occurred in the second-to-third year retention achievement gap. It should be noted that the narrowing of the retention achievement gap is possibly a reflection of the increased attention given to the University's support systems for academically at-risk students. The six year graduation rates for the Fall 2005 cohort fell short of the projected rate for three (3) of the four (4) racial groups. Only Hispanic/Latino students in the cohort graduated at a rate higher than projected in the WKU Diversity Plan. Also, the graduation achievement gap between African American and White students is almost 20%.

The number of undergraduate degrees conferred for African American, Asian/Pacific Islander, and Hispanic students exceeded the number projected for 2010-2011. However, only degrees conferred on Asian/Pacific Islander and Hispanic students exceeded that projected for 2011-2012. Degrees conferred in the STEM disciplines increased each year for students in all four (4) racial/ethnic categories between Academic Year 2009-2010 to Academic Year 2011-2012. With respect to workforce diversity, there was not a net increase in the number of minority staff in the executive and administrative staff category between Fall 2011 and Fall 2012 semesters. Faculty diversity between 2010-2011 and 2011-2012 showed a net increase of two (2) for all four (4) racial/ethnic categories. Targeted minority faculty recruitment and retention efforts have been effective to date. The minority employment goals in the professional staff (non-faculty) category for Fall 2012 were exceeded for African American and Hispanic/Latino staff, but fell slightly short for American Indian/Alaskan Native and Asian/Pacific Islander staff.

Finally, WKU's assessment of the campus climate included a survey of faculty, staff and administrative personnel in 2012. Data were analyzed in the summer of 2012 and an executive summary published. The DEC and the Office of Diversity Programs (ODP) will determine how these data will be used to enhance programs and services. The concluding assessment of campus climate will be conducted in Spring 2013 semester with a survey of the student population. Overall, WKU has made progress on several of the diversity indexes in the Diversity Plan. However, work will continue to identify strategies and resources needed to reach and exceed the stated goals.